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GEOLOGY IN EDUCATION¹

WHAT would be the result if those who are interested in education could come *de novo* to the question of the content of an ideal curriculum of study? It probably is safe to say that one of the results would be a shock to those whose opinions on this matter have been shaped by the prejudices which accompany our inheritance. That evolution is a slow process is illustrated nowhere better than in educational circles.

Let it be assumed that the consideration of what is most valuable in education could be approached by a jury which has an intelligent grasp of all subjects, as now understood, and of these subjects in their proper relations. Let it be assumed further that the jury is unprejudiced by tradition or by pronounced personal bents in favor of or against individual subjects. What conclusions would they reach? To this question there is of course no categorical answer. Wisdom would decree that there is no one model curriculum—that there should be various types of curricula, each susceptible of adaptation to individual needs.

The classes of subjects whose claims would need to be considered in such a study as that here suggested fall into several general classes. It goes without saying that their values would be differently gauged by different men, and that their values are different for different men.

Without presuming to make an exhaustive classification, it is clear that one great

¹Address of the vice-president and chairman of Section E—Geology and Geography—American Association for the Advancement of Science, Pittsburgh, December, 1917.